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THE PLANNING AND IMPLEMENTATION COMMISSION

UCCESS THROUGH CO-OPERATION"

m T. Newnham, Chairman



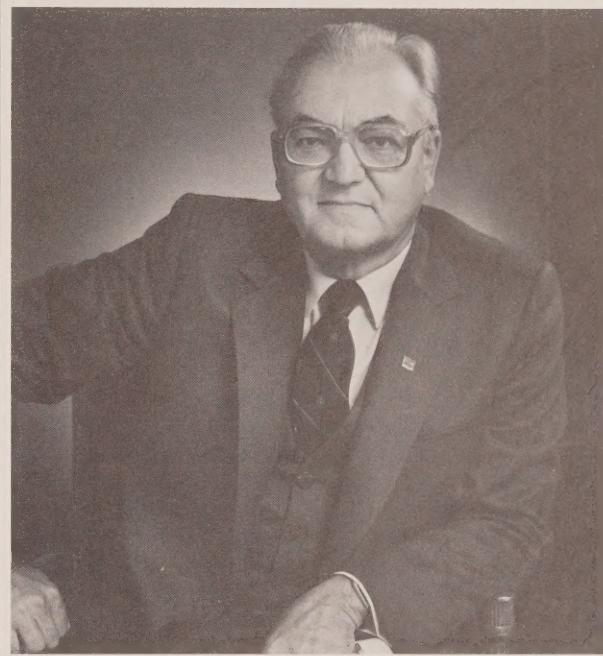
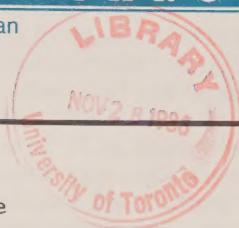
Robert A. L. Thomas, Executive Director

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Mr. W. T. Newnham, Chairman

CHAIRMAN'S MESSAGE

As the Planning and Implementation Commission enters its third year, it seems fitting not only to look back on what has been accomplished, but ahead to determine how the extension of funding might reshape our public education system.

The Commission was established in July 1984 to oversee extension one year at a time: Grade 11 in 1985-1986, Grade 12 during the current school year, and Grade 13 in 1987-1988. This entails analysing plans prepared by Roman Catholic separate school boards, reviewing impact statements submitted by boards of education, and helping to develop policy criteria for programs, accommodation, facilities, staffing, and pupil admission.

Although implementation was not without some difficulties, the Commission is satisfied with the orderly way in which it has proceeded. My colleagues and I are proud that most of the criteria developed by the Commission in the course of its work have been incorporated in the legislation. Most RCSS boards have submitted plans, and the great majority of these have been recommended for the approval of the Minister of Education, in some cases after

modification. However, some of the boards have moved with caution, and others have chosen not to submit plans at this time. Early concerns about the fate of our public education system have not materialized. The continued strength of that system is reflected in the relatively slight decline in public secondary school enrolment between 1984 and 1985 (the first year of extension) -- 1.8 percent, only marginally higher than the 1.6 percent and 1.3 percent declines of the previous two years.

Many expressed concern about the potential dislocation of teachers and support staff as a result of pupils leaving public secondary schools. Although a significant enrolment shift has occurred, staff transfers have been minimal. During 1985-1986, increased RCSS retention rates resulted in 6868 pupils transferring from public to separate schools, and boards of education subsequently identified 163 surplus teaching positions (far fewer than the maximum possible of 429). All these teachers found employment in the profession during 1985-1986, 157 of them with

coterminous RCSS boards; 143 of these transferred voluntarily.

The enrolment shift projected for 1986-1987 is 9200, and it is estimated that 230 teachers will transfer to the separate school system. Many school boards are dealing with surplus staff through the normal attrition of positions, aided by provisions in the Teachers' Superannuation Act that facilitate early retirement.

The present school year is expected to be the peak one in terms both of student enrolment shift and teacher transfers. Next year, we expect a smaller enrolment shift since the fifth and final year receiving funding has a lower enrolment than each of the previous four years.

At the outset of its work, the Commission determined that decisions should be based on plans developed locally through co-operation among all concerned parties. Consistent with this principle, the Commission has strongly encouraged school boards to co-operate in implementing the extension of funding. This approach has proven much more effective than imposed solutions. For example, many public and RCSS boards established liaison committees composed of trustees and school administrators; this was done prior to its requirement by Bill 30. Committees of this kind have encouraged local co-operation and shared decision making. As this newsletter has frequently reported, co-operation is growing in a number of areas: busing; sharing and maintenance of facilities; sharing of computer services, libraries, and audio-visual resources; and collaborative enterprises in professional development.

When it was created, the Commission was perhaps inevitably perceived as an advocate of extension rather than simply a vehicle for its implementation. However, it is gratified by the abundant evidence of the boards' willingness to co-operate. It has also been encouraged by the productive working relationships that have developed between the boards and the Commission and its staff members.

The Commission has made every effort to be impartial, and believes that it is accepted as such by the boards. Without sustained endeavours to avoid bias, the Commission could not have been effective in encouraging boards to work with it to seek solutions to the problems of implementation.

On June 24, 1986, the Education Amendment Act, 1986, was proclaimed and Bill 30 became law. Supportive regulations are now being developed. Now that the legislation has been passed and the process of implementation is well under way, what are the prospects for the coming years? The Commission is optimistic that in most jurisdictions the changeover to full funding

can take place in a way that will respect the concerns and traditions of both public and separate school supporters. The Commission and its staff are committed to providing as much help and advice as possible for boards unable to agree on particular issues arising from extension. While it is both necessary and beneficial that Bill 30 contain provisions for third-party resolution of matters on which agreement has not been attained, the Commission is confident that few such interventions will be required.

One of the most critical issues demanding the attention of the Commission, the Ministry, and school boards is that of the "viability" of a school, a matter addressed in several articles in previous issues of this newsletter. The creation by RCSS boards of new secondary schools, some of which are likely to be small, and the resulting movement of students out of public secondary schools raise questions about the maintenance of adequate programs. In these cases there are no simple solutions, only the painstaking process of examining all aspects of a particular situation and seeking co-operatively the best possible outcome -- keeping in mind both the needs of the students and the traditions and economic structure of their communities.

In the long run, the Commission foresees a diversity of organizational approaches to the issues posed by extension. By 1995, when the process is expected to be complete, the large urban boards will likely operate parallel systems co-operating in certain areas. At the other end of the spectrum, boards with small enrolments will share school buildings and certain aspects of school programming and management, taking into account the concerns of both public and separate school supporters about overall school programs and activities. In the middle, comprising probably the largest group, will be medium enrolment boards, which will operate parallel systems but co-operate in certain areas. Roman Catholic secondary schools in towns and smaller cities may purchase services from the public boards, chiefly special education and technological studies. In some centres, coterminous boards may choose to manage one or more schools jointly rather than operate two schools that will both be too small to be practicable. A variety of innovative measures will emerge and, in fact, have already begun to do so.

To sum up, the Commission foresees the growth across the province of two school systems, public and Roman Catholic, working together to provide the best educational opportunities possible. Despite the obstacles and the inevitable compromises, this will be a welcome development. Not

only will this approach use public resources more economically, it will minimize the division in our social fabric that opponents of extension have feared might occur.

I am convinced, on the basis of our experience so far, that this outcome is achievable. Although not everyone will be satisfied, extension is being introduced more smoothly and with much less upheaval and friction than many predicted in the months following the June 1984 announcement. Credit for this welcome trend must go to many.

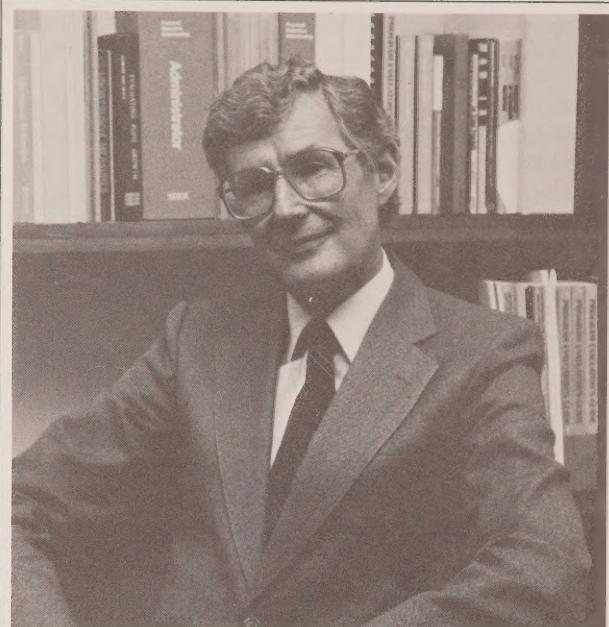
SMALL SCHOOLS: AN INTERVIEW WITH JOHN DAVIS, OISE

In past issues, Success Through Co-operation has explored the question of school size and viability. This issue features an interview with John Davis of the Department of Educational Administration, OISE, who has studied the small school both in Ontario and Australia.

In 1979-1980, Dr. Davis, and Dr. Doris Ryan of OISE conducted a study for the Ministry of Education on program constraints in secondary schools, particularly those that were small and/or isolated. During 1981-1982, he spent a year as visiting scholar in the National Centre for Research on Rural Education in Perth, Australia. His research there resulted in a publication, Program Organization in Western Australia's District High Schools, which examined the problems of the small isolated school. Dr. Davis has also studied small schools in Northern Ontario and developed programs for small secondary schools.

QUESTION: With declining enrolment and the creation of Roman Catholic secondary schools, the number of small schools is increasing in Ontario and questions are being raised about the limits of viability. What approach do you think we should be taking towards small schools?

DR. DAVIS: The number of small schools in Ontario has doubled in the past decade, and could well increase. The effects of smallness, however, have to be considered in context. Most small secondary schools in Ontario are in the larger county or urban jurisdictions in the south-central part of the province, and thus have much more scope for co-operation than small schools in isolated regions. Programming in the small secondary school is affected not only by



Mr. John Davis, Ontario Institute for Studies in Education

location and enrolment, but by course credit requirements, staffing policies, and teacher characteristics. The number of compulsory credits required, the determination of pupil-teacher ratios in collective agreements, and the willingness of staff to teach a variety of subjects all form part of the context for the small school.

All things considered, small schools will always have program constraints. But they do have alternatives open to them to expand their options. These fall into two categories: a reorganization and redeployment of existing resources, and a package of learning strategies, most of which are external to the system.

QUESTION: Which of these two categories do you think holds greater promise for program enrichment in small schools?

DR. DAVIS: I think the greatest potential for small schools is reorganizing to make optimum use of their resources - to use what they have, but in new ways. This should be the primary goal of every system operating small secondary schools. It may involve a reorganization of resources within a school or even among schools. OSIS, for example, suggests the sharing of facilities and personnel between elementary and secondary schools. In systems with several secondary schools, co-operation may be possible through forming multi-campus units where teachers and students move to different locations for specific activities. For instance, in the Lake Superior Board of Education, the secondary schools in Terrace Bay and Schreiber, which are only seven

miles apart, function as two campuses of a single school.

QUESTION: What would you consider a good illustration of school reorganization to use resources more effectively?

DR. DAVIS: Something I think will be of considerable interest in the small school issue is Project Excellence, an experiment being carried out by the Cochrane-Iroquois Falls Board of Education. The project is being conducted in Ecole Secondaire Cochrane High School, which enrols about 500 students. The experiment, begun last year, is now a pilot project of the Ministry of Education. Teachers have no classes and students are all on individualized timetables.

The model for this project is Bishop Carroll High School in Calgary, which in 1970 was selected as the only Canadian school to participate in the United States-based Model Schools Project. This project features team teaching, use of teacher aides, and independent study programs. Students' schedules include large and small group sessions as well as individual study.

I think a school organized in this way avoids some problems of smallness because the number of programs it can offer is not limited by timetables.

Editor's Note: This newsletter hopes to feature "Project Excellence" in a future article.

QUESTION: What about strategies in the second category that you mentioned?

DR. DAVIS: The supervised use by students of distance education materials holds great potential for promoting program diversity. However, since this changes the traditional teacher-student relationship, teachers need to learn new methods to cope with changing situations. Good student guidance services are also essential. Since distance education requires changes in traditional roles of both student and teacher, the introduction of distance education techniques will be a slow and gradual process.

The program materials produced by Ontario's Independent Learning Centre (ILC), for example, are good but generally haven't been designed for the student in the school. The problem is often that teacher support is lacking. One valuable lesson that comes out of the Australian experience is that students need two types of care when working with independent learning materials. The first is professional help in the specific subject, and the second is a sort of "pastoral care", a term I like. It

means simply that someone in the school takes an interest in the student, helps him or her with the establishment of study habits, encourages the student to complete assignments on time, and generally serves as a source of support. When Doris Ryan and I did our study in Ontario, we found that the success rate of students using ILC materials was very low, about 15 percent. The completion rate is up to about 30 percent now, which is encouraging. Important factors in success with such materials are the regularity and immediacy of assistance.

QUESTION: What is your opinion of the potential of technology to help mitigate the effects of reduced program choice in small secondary schools?

DR. DAVIS: Several alternatives such as two-way television, computer-assisted instruction, and self-instructional packages have been pilot-tested successfully, but their use is limited by their expense. Computer networks show promise, but again are expensive because of the high cost of transmitting data by telephone. As a result, the use of technology hasn't been as extensive as some thought. Besides cost, other limiting factors are that the quality of computer software hasn't come up to expectations and that many teachers are more comfortable using an interpersonal approach rather than the medium of technology. In isolated schools, however, telephone tutoring could be employed for highly specialized subjects where students are few. In this case, the person-to-person factor is maintained.

Australia offers students taking independent study courses free phone-ins to the central office for advice, and sends itinerant teachers around to isolated schools. In the state of Queensland, they're experimenting with videotape instruction for gifted students, and of course Australia pioneered the "school of the air", in which instruction is carried out on short-wave radio.

QUESTION: You mentioned teacher characteristics as an important contextual factor in looking at small schools. Could you expand on this point?

DR. DAVIS: The dedication of teachers is one characteristic that seems directly related to a school's program offerings. When I visited small schools in Northern Ontario, I found a tremendous spirit of dedication on the part of teachers. More teachers were spending more time trying to do things for the students, and I think that somehow that spirit must spill over to the students. They realize that teachers are

working for them and they feel good about it.

I didn't find too many students who complained about the limited range of programs, nor did I sense any great pessimism among either students or staff. The positive spirit of small schools and the high quality of the interpersonal relationships they develop have often been mentioned - for example by Rodger Allan in his study of Northern Ontario schools, and by David Marshall in his work in Manitoba.

Several researchers believe that this "extra-mile attitude" found among some teachers and reflected in an enriched school program, arises from a psychological factor called "locus of control". Put simply, people who believe they have some control over events are more strongly motivated to act. Teachers in small schools generally feel that what they do has a greater impact on their students and on the school program, and hence they are more willing to teach additional courses, for instance.

QUESTION: What else can small schools do to offset program deficiencies?

DR. DAVIS: Further program diversity may be achieved through co-operation between the school and its community. Local enterprises and institutions can provide students with practical experience in technical, business, and social service work that cannot be duplicated in the classroom. Opportunities for community centre programs exist even in rural areas, although obviously they will be much more numerous in towns and cities.

When it comes right down to it, small schools will never be able to provide the same educational opportunities as large ones. But we don't know the extent to which students are really disadvantaged over the long term by their restriction in choice of subjects. The process through which students go, in learning to solve problems, for instance, is often as important or perhaps even more important than the actual subject matter they study.

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telephone (416) 963-3105

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We welcome your comments about our
newsletter "Success Through Co-operation"

EARLY RETIREMENT OPTION

To instil greater mobility into the teaching profession at a time when the number of positions has dwindled, the Ontario government, on the recommendation of various individuals and groups including the Planning and Implementation Commission, amended the Teachers' Superannuation Act earlier this year to provide an early retirement incentive.

This option, available for a three year period only, is open to teachers who are fifty-five years of age or older and have at least ten years' credit in the Teachers' Superannuation Fund. Teachers who meet these conditions and who retire after May 31, 1986 and before September 1, 1989 can avoid the usual reduction factors that apply when a teacher retires early.

Officials of the Ontario Teachers' Superannuation Commission estimate that about 11 000 teachers in the province are eligible to take advantage of this retirement option. However, it is too early to tell whether the number of retirements has risen significantly since the incentive became available, although it is certainly expected to do so.

The graphic features a dark background with white silhouettes of several people's heads and shoulders, possibly representing teachers. Below this, the words "EARLY RETIREMENT OPTION" are written in large, bold, sans-serif capital letters. Underneath the main title, smaller text reads "Teachers' Superannuation Amendment Act, 1986 (formerly Bill 103)". To the right of the text is a small logo of an apple with a bite taken out of it. At the bottom, there is a date range "June 1, 1986 to August 31, 1989". In the bottom right corner, there are two logos: one for the Ministry of Education Ontario and another for the Ontario Teachers' Federation (OTF).

D. F. McArthur, director of the commission, said that so far those choosing the option are typically about fifty-eight years of age and have twenty-five years of service in the profession. By opting for early retirement under this plan, such a teacher can avoid a reduction of 35 percent in his or her annual pension.

Pensions are calculated on the basis of 2 percent multiplied by the number of years of credit, multiplied by the average of the best five years' salary. They begin escalating to reflect changes in the cost of living in the year following the first receipt of a pension.

Under normal conditions, this "typical teacher", with, say, an average of \$40 000 for the best five years' salary, would be eligible for a pension of \$20 000, which would be reduced by 35 percent (\$7 000) by early retirement. Under the new option, he or she would receive the full \$20 000 annually as a pension. (At age 65, of course, this amount would be reduced somewhat as the teacher began to receive payments under the Canada Pension Plan as well.)

To publicize this incentive, the Ministry of Education and the Ontario Teachers' Federation have jointly produced a brochure explaining the terms of the incentive, providing typical examples of possible benefit improvements, and describing the procedures to be followed by teachers qualifying for the early retirement option. Information has been distributed to all school principals by the Teachers' Superannuation Commission, asking them to bring it to the attention of their staff members.

In his message in the Ministry of Education/OTF brochure, the Honourable Sean Conway, Minister of Education, described the rationale for this unique opportunity: "This option will not only provide an opportunity for teachers to retire early without undue financial strain, but it will also contribute to the rejuvenation of the profession, as opportunities open for graduating teachers."

The deadline for submission of Board Plans for 1987-1988 is:

October 31, 1986

* * * * *

The deadline for submission of Impact Statements for 1987-1988 is:

November 21, 1986

THE ONTARIO SECONDARY SCHOOL PRINCIPALS' COUNCIL NOVEMBER CONFERENCE: FOCUS ON SMALL SCHOOLS

The Planning and Implementation Commission has often emphasized the complex task of expanding the educational opportunities available in small schools. It therefore seems natural to draw attention to the upcoming Small Schools Conference 1986, being held by the Ontario Secondary School Principals' Council in the downtown Toronto Holiday Inn from November 19 to 21.

"Creativity", "leadership", "innovation", "excellence": these words crop up regularly in conversations with the conference's organizers and contributors. The organizers want to focus in a positive way on some of the tough issues facing today's educators. "We are offering a variety of strategies principals can use to cope with changes in enrolment and school program," explains Jane Wright, principal of Cornwall Collegiate and Vocational School and chairperson of the conference organizing committee.

The choice of "small schools" as a theme is apt for two reasons. First, it addresses what seems to be a trend, since the number of small schools is increasing. Second, and equally important, the conference will enable delegates to explore key questions about methods of program delivery that, while most pressing for small schools, are also relevant right across the system. Ms. Wright confirms that the potential breadth of the theme was very much in the organizers' minds: "We are emphasizing approaches that we believe will be useful in all schools, even those that may not consider themselves small or that don't technically fall into the 'small' category."

The positive yet realistic tone that the organizers seek to establish is reflected in the title of the opening address, "Creativity, Adaptability, Survival: Small Schools in the 1980s", to be given by Deputy Minister of Education Dr. Bernard Shapiro.

This constructive approach will be continued in the speech "Leadership in Small Schools" by Frank Clifford, Executive Director, Education Services Division, Ministry of Education. As Mr. Clifford points out, "Present conditions -- among them the requirements of OSIS and the impact of declining enrolment and extension of funding to separate schools -- are demanding

an even higher level of leadership than educators have achieved in the past." He will examine the general question of what constitutes effective leadership and stress the importance of developing an overall philosophy to guide one's actions and of maintaining sensitivity to the special concerns of individuals and groups.

In addition to major speeches, a variety of sessions is offered. These include a curriculum panel and, in the concurrent sessions, presentations on strategies that have been adopted to address specific problem areas.

The Curriculum Panel will provide a forum for exchanging information and sharing concerns between delegates and Ministry of Education representatives. The panelists will report on and answer questions about the current status of curriculum development and implementation in the province, the Teacher In-Service Program at the Ontario Academic Credit level, and alternatives in the French as a second language program.

The concurrent sessions will emphasize resourcefulness. They will highlight innovative ways to improve program delivery without exceeding budgets.

In the "Project Excellence" session, the vice-principal of Ecole Secondaire Cochrane High School will look at alternatives to traditional teaching methods such as mastery learning through individualized instruction and the use of resource centres and teacher advisors.

"The Northern Program Council" session will explain Northwestern Region's response, through collaborative effort, to the requirements of OSIS and the new curriculum guidelines. In this program, the principals of eight high schools will jointly determine the initiatives for the year and the areas in which course material is needed. The Program Co-ordinator will then recruit and co-ordinate the writing teams of teachers, who will create the necessary course outlines. Delegates will have an opportunity to examine samples of completed outlines, mostly at the basic level.

In "Small Schools, Small System, Big Decisions", Rosaire Léger, Director, Stormont, Dundas and Glengarry County Board of Education, will focus on the steps his board is taking to increase the options for students in an area that contains a significant number of small schools. He will discuss his ideas for more flexible timetabling and his work on expanding alternative modes of delivery, such as co-operative education placements and supervised independent study integrated with the regular program.

Other useful topics that will be covered in concurrent sessions include "Marketing Your School" and "Distance Education".

It is clear that the question of small schools is an issue not only facing the Planning and Implementation Commission, but the OSSPC as well.

It is hoped that the conference will shed light on the interrelations of school size, breadth of program, and a viable school.

The conference organizers emphasize that registrants are still welcome. One can register by calling or writing to:

Mr. David Eaton
60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone: (416) 751-8300

COMMISSION CRITERIA

Breadth of program and co-operation

The Commission believes that a comprehensive secondary school program should be available to all young people in the province of Ontario. It is recognized that the total secondary school age population in a community may limit the range of courses available, but the Commission believes that coterminous school boards should work together to maximize the program opportunity for young people.

A significant number of young people will not go on to post-secondary education, but will enter the work force upon completion of their schooling. The programs available to pupils in secondary schools should recognize this reality. Schools can provide learning experiences of the kind suggested in OS:IS, section 1.4 and ensure that these young people have had an opportunity to learn some of the life skills such as those in OS:IS, section 2.9. Many of the courses in the Business Studies and Technological Studies guidelines are excellent vehicles for these purposes.

It is recognized that these guidelines require specialized facilities and, for some courses, a heavy investment in equipment. In order to make these courses available and viable, a large secondary school enrolment base is required. Co-operation between boards would provide for this possibility.

It is also clear that the implementation of the new curriculum guidelines for technological studies in the intermediate and senior divisions will involve a great deal of rethinking of present practice. Coterminous school boards would be well advised to work together in planning for future program development.

The Commission will continue, therefore, to request of boards the following:

- A policy statement that the board will offer courses at the required levels of difficulty.
- In the alternative, the Plan may indicate that the board will make an agreement or agreements with another board or boards for the provision of programs and services which they cannot offer themselves for their resident pupils.
- Board Plans are to indicate that all pupils for whom the board is responsible are to be provided with appropriate programs.
- A statement outlining secondary school program changes in the current year and proposed for the plan year.

Accommodation and facilities

The Commission is very concerned to avoid duplication of facilities and accommodation and to ensure that the existing stock of capital facilities in secondary schools will be well utilized. The first planning task, therefore, must be to make maximum use of existing school plants. The second task will be to facilitate co-operation between boards in order to avoid costly duplication in new construction, particularly of specialized equipment, classrooms and other facilities.

The Commission will continue, therefore, to apply the following criteria in assessing accommodation needs related to the extension of Roman Catholic schools.

- Accommodation is to be appropriate to the program provided.
- Arrangements for sharing or lease of accommodation are expected if space is available in board of education schools. Such sharing or leasing will be necessary in some circumstances.
- Where, in the foreseeable future, there is no space available in board of education schools, private schools, or separate elementary schools, provision may be made to use portables.
- Long-range plans and capital requirements for provision of accommodation are to be realistic in terms of the possible available permanent accommodation.
- Plans for accommodation should indicate long-term availability for use of privately-owned facilities now in use.

The Commission will offer to boards assistance and advice relating to accommodation matters.

COMMISSION PROCEDURES IN THE APPROVAL PROCESS

Following the approval process, the Commission will make its recommendations to the Minister regarding the acceptance of the submitted Plans for the 1987-1988 school year. The Roman Catholic school board and its coterminous board or boards of education will be notified of the Minister's decision.

Where the Commission is of the opinion that the implementation plans do not meet the criteria set out, the Commission, in accordance with subsection 136-v (1), will contact directly the boards concerned, specifying the matters which must be resolved in order to meet the criteria and to assist and advise the boards in finding a resolution.

Where a Plan is rejected in whole or in part by the Commission, reasons for the rejection will be stated in the recommendation to the Minister and the Board advised of the Commission's recommendation.

Funding for 1986-1987 does not imply automatic financing for the 1987-1988 school year. Plans may be approved in whole or in part and may also be subject to conditions or limitations.

Roman Catholic school boards are expected to share their Plans with their coterminous/coextensive public boards of education as early as possible in order to permit discussion leading to the development of Impact Statements.

It is expected that the Commission will assess the Plans for Secondary School Programs 1987-1988 in the order in which they are received, so long as the information requested is complete. The recommendations will be sent to the Minister as soon as they can be prepared.

La Commission de planification et de mise en oeuvre a, à diverses reprises, souligné les difficultés que pose l'expansion des chances d'éducation offertes dans les petites écoles. Il lui semble naturel de souligner la tenue, en 1986, d'une conférence de l'Ontario Secondary School Principals Council sur le thème des petites écoles. La conférence se tient dans la Holiday Inn du centre ville de Toronto, du 19 au 21 novembre 1986.

"Créativité", "Leadership", "Innovation", "excellence" - sont des mots qui reviennent régulièrement dans la bouche des organisateurs. Deux-ci se sont donné comme objectif de faire une analyse de plusieurs problèmes auxquels se heurtent les étudiants de l'école secondaire. Nous proposons

ECOLES»

POUR THÈME « LES PETITES

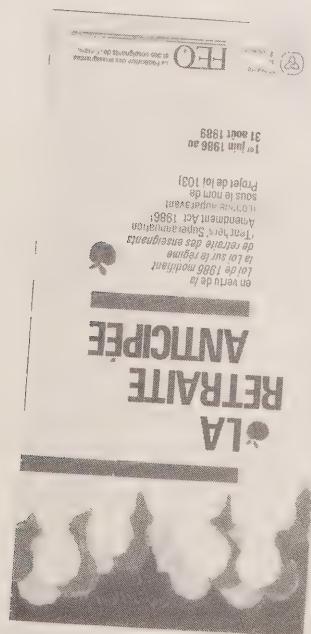
PRINCIPALS' COUNCIL AURA

SECONDARY SCHOOL

NOVEMBER DE L'ONTARIO

LA CONFÉRENCE DE

amantique sans trop nuire à leur situation financière. Elle pourra également contribuer au rajeunissement du corps enseignant, en ouvrant les portes aux jeunes diplômés."



L'option de retraite anticipée, qui n'est offerte que pendant trois ans, s'adresse aux enseignants qui sont âgés de cinquante-cinq ans ou plus et qui ont cotisé pendant moins dix ans à la caisse de retraite des enseignants. Si les conditions précédentes sont remplies, les enseignants qui prennent leur retraite après le 31 mai 1986 mais avant le 1er septembre 1989 ne verront pas leur réduction qui s'appliquera normalement aux retraites anticipées.

D.F. MacArthur, ceux qui jusqu'à présent ont profité de l'option de retraite anticipée sont âgés d'environ cinquante-huit ans et ont vingt-cinq ans de service dans la profession. Les enseignants qui optent pour la retraite anticipée dans le cadre des dispositions actuelles évitent de voir leur pension annuelle réduite de 35 pour cent.

La pension est calculée comme suit : Le nombre d'années pendantes lessuilles I, enseignant au régime annuel à la production est ensuite multiplié par la moyenne des salaires des cinq années les mieux remunérées. L'indexation de la pension pour tenir compte de l'augmentation du coût de la vie, commence à partir de l'année pour laquelle la pension a été versée.

ANTICIPÉE

- * Nous espérons présenter dans le numéro 3 une article majeur en manchette le projet de "La réussite réponse sur la coopération" dans le métro 3 "Excellence".

M. DAVIS : La coopération entre l'école et la collectivité permet de diversifier encore le programme. Les entreprises et les organisations locales peuvent offrir aux élèves une expérience pratique de travail dans des domaines de la technique, des affaires ou des services sociaux, expérience impossible dans les régions rurales. Il est possible, même dans les centres communautaires, mais il est bien évident que ces possibilités sont beaucoup plus nombreuses dans les villes.

En dernières années, les petites écoles ne possèdent jamais d'éducation que les mêmes pourront jamaïs analyser, les mêmes matières. Mais nous ne savons pas jusqu'à quel point leurs élèves sont vraiment des avantages à long terme par un choix plus restreint de matières. Le processus d'apprentissage que souvent aussi importants, par exemple, est résoudre des problèmes, les élèves, en apprenant à développer suivre les règles, d'apprentissage que

COMMISSION : quelques autres mesures les petites écoles peuvent-elles adopter pour remédier aux lacunes de leur programme?

Plusieurs chercheurs présentent une liste de caractéristiques enseignantes dont certaines sont prouvées et qui sont manifestées dans l'enrichissement du programme scolaire provoqué d'un certain facteur psychologique. Celui-ci se traduit par le sentiment d'avoir un certain pouvoir sur les événements et ceci grâce à ses individus, une plus grande motivation.

M. DAVIS : Le développement des enseignants est une qualité qui semble directement liée au choix des programmes offerts par une école. Lorsque j'ai visité les petites écoles du nord de l'Ontario, j'ai constaté que leurs enseignants étaient très bons et avaient une grande dévouement. Ils étaient prêts à faire tout ce qu'il fallait pour eux et ils étaient très bons enseignants travaillant pour eux et leurs élèves. Je n'ai pas rencontré beaucoup d'élèves qui se plaignaient du choix limité de programmes et je n'ai pas non plus perçu de désenchantement parmi les élèves ou les enseignants. En revanche, l'élève qui régnait dans les relations entre individus qui qualifie des relations entre individus qui sont des aspects qu'il n'a pas développés, notamment par souvenirs être mentionnés, notamment par Roger Allain dans son étude des écoles du nord de l'Ontario et par David Marshall dans

LA COMMISSION : Vous avez
dévolument et la motivation
constituent des facteurs
succès des petites écoles
nous donner des prévisions

ainsi pas aussi largement répandue que certains le pensaient. Mais le coût n'est pas le seul facteur en cause. La qualité des logiciels n'a pas répondu aux attentes et de nombreux enseignants préfèrent une démarcée interpersonnelle à l'utilisation de la technologie. Dans les écoles isolées, cependant, on peut avouer recours au tutorat par téléphone pour les matières extrêmement spéciales que peu d'élèves étudient. Dans ce cas, on peut maintenir un contact personnel.

En Australie, les élèves qui suivent des programmes d'études indépendantes bénéficient d'un service de consultation téléphonique gratuite offert par le bureau central du ministère de l'éducation et les écoles isolées regroupent la visite d'enseignants itinérants.

LA COMMISSION : A votre avis, dans quelle mesure la technologie peut-elle aider à remédier aux effets du choix limite de programmes offerts dans les petites écoles secondaires ?

M. DAVIS : Plusieurs solutions, telles que la télévision interactive, l'enseignement assisste par ordinateur et les didacticiels avec succès, mais leur utilisation est limitée en raison de leur coût. Les réseaux d'ordinateurs sont pleins de promesses mais eux aussi occasionnent des frais élevés de transmission de données par téléphone.

Dans des nombreux précédents, nous avons examiné la question de la taille des écoles et de leur viabilité donnant un compte rendu de nos visites à des petites et des grandes écoles secondaires et en faisant état de la documentation de plus en plus volumineuse traitant des petites écoles. Nous publiant un entretien avec M. John Davis, du département d'administration de l'éducation de l'Ontario (IEPO), qui a étudié la question des petites écoles catholiques, le nombre des effectifs et l'établissement d'écoles secondaires et l'établissement d'écoles publiques à quel point sont-elles viables? M. DAVIS : Le nombre des petites écoles double en Ontario au cours des dix dernières années et pourraient encore augmenter. Les programmes offerts par les petites écoles secondaires dépendent non seulement de leur emplacement et de leurs effectifs, mais aussi des exigences en matière de dotations en personnel et du dévouement ou de la motivation des administrateurs des écoles privées. La proportion d'élèves crédits obligatoires, la proportion d'élèves conventionnels collégiale et la mesure dans la par rapport aux enseignants prévus dans la loi peuvent être mesurées soit au taux d'aspects à envoyer. Comme on peut le constater, tout dépend du contexte dans une variété de matières soit au taux d'aspects à enseigner.

LES PETITES ÉCOLES : UN ENTRETIEN AVEC M. JOHN DAVIS, DE L'INSTITUT D'ÉTUDES PEDAGOGIQUES DE L'ONTARIO

1.8 pour 100 est à peine supérieure à celle
des deux années précédentes, soit 1.6 et 1.3
pour 100.

Nombraux sont ceux qui ont parlé de
secondaires publiques. Cependant, bien
qu'un déplacement d'effectifs importait se
soit produit, les transferts de personnel
taux de retenue des écoles catholiques au
1985-1986, soit traduite par le transfert
de 6 868 élèves des écoles publiques aux
postes d'enseignants venant de l'éducation
conservatrice de 163 postes d'enseignants
postes d'enseignants (beaucoup moins que le
maximum possible de 429). Tous ces
jeux; 143 de ces enseignants avaient
volontairement déemandé leur transfert.
Le déplacement d'effectifs pour
1986-1987 sera de 9 200 élèves et on estime
à 230 le nombre d'enseignants qui passeront
d'une conséillée à une autre. Bon
nombre de conséillées scolaires résolvent la
querelle de conséillées scolaires grâce à
l'attribution normale des postes et aux
chances de transfert d'enseignants atteindront
leur point culminant. Les déplacements d'effectifs
et le transfert d'enseignants atteindront
leur point culminant. L'an prochain, alors
que l'extension du financement toucheira la
cliqueuse annexe du palier secondaire. Les
déplacements d'enseignants ne servent pas aussi
à déplacer les enseignants qui n'ont pas
de diplacemnts d'effectifs mais qui sont
échelons locaux de concerte avec
les établissements de travail, à savoir les
écoles sur des plans de construction à ce principe,
la Commission a formé une commission
de commissions de travail et encourage les
élaborations devenantes responsables sur des plans
de construction à l'échelon local de concerte avec
les écoles scolaires à La Mise en
œuvre de l'extension à collaborer à la mise en
comité de la Commission financière. Cette
méthode s'est avérée bien plus efficace que
si les solutions alternatives avaient été imposées aux
catécholiques d'écoles publiques et écoles
conséillées. Par exemple, bon nombre de
liaison compositions de conseillères et

